

The Increase Of Students Discipline, Self-Confidence, And Interest In Indonesian History Learning Through The Talking Stick Model

Victor Novianto, Ervinta Dian Febriani, Niken Wahyu Utami

Abstract: The purpose of this study is to measure the increase in students' discipline, self-confidence, and interest in learning Indonesian history through the talking stick model. This classroom action research employed observations, interviews, questionnaires, and documentation as to its data collection methods. The main findings are (1) the observation of students discipline in cycle I showed that 58.1% of all the students participating in this study (satisfactory) exhibited discipline, and the same data collection method in cycle II revealed 86.1% of all the students (good); (2) the observation of students self-confidence in cycle I showed that 65.2% of all the participating students (satisfactory) exhibited increased self-confidence, and in cycle II the figure increased to 86.9% (good); (3) the interest in learning questionnaire data in cycle I revealed that 61.2% of all the participating students (satisfactory) exhibited interest in learning the Indonesian history, and the figure increased to 84.3% (good) in cycle II. Therefore, it can be concluded that the talking stick model can increase students' discipline, self-confidence, and interest in learning Indonesian history.

Index Terms: talking stick, teaching, discipline, self-confidence, Indonesian history.

1 INTRODUCTION

Learning is a complex process involving various interconnected aspects. The learning model as one of the main components in teaching and learning process needs to be carefully selected. Choosing an appropriate learning model is central to improving students' learning experience. The teaching and learning of Indonesian history remain to be dominated by the use of conventional model. In other words, more varied models have not been widely implemented. The conventional model as a teaching and learning process which begins with the presentation of material to be learned, followed by exercises, tasks, discussions, and questions and answers until students fully master the learning material [1]. Students act as followers and passive agents in the process. Enabling students in learning requires discipline, self-confidence, and student interest. Learning discipline is a life aspect that must be present in the society [2]. Therefore, students should receive adequate attention from all parties, including the school and those outside the school. Learning discipline is a series of behaviors showing obedience and compliance with the prevailing regulations and norms motivated by one's conscience to learn as "self-discipline appears in various forms, such as perseverance, restraint, endurance, thinking before acting, finishing what you start doing, and has the ability to carry out one's decisions and plans, in spite of inconvenience, hardships or obstacles. Self-discipline also means self-control, the ability to avoid unhealthy excess of anything that could lead to negative consequences" [3]. Besides learning discipline, self-confidence as a state where one has to be able to express all of his/her utmost ability to achieve his/her potential considering the balance between behavioral, emotional, and spiritual state.

his/her own ability [4]. Students' self-confidence emerges from within themselves and will develop in the presence of support from others. Self-confidence has the ability to change students from being timid to speak up and express themselves to becoming brave to speak up in front of their peers. In other words, as the results of their researches, low level of individual self-discipline (or self-control as the form of self-discipline) leads to different problems in social and personal life. And vice versa, strong confidence and high level of self-discipline facilitate success, better achievements and reaching the goals [5] which, in their turn, improve the mood and make people happier and gladder [6]. As with discipline and self-confidence, interest will emerge from people who pay attention, accept, and act upon something without external pressure and believe that the thing is beneficial to him/her. Interest is the centering of attention or reaction to an object (a thing or a situation) preceded with a sense of pleasure towards the particular object [7]. We observed that the lack of students' discipline and active involvement, caused by the lack of self-confidence in asking questions, expressing opinions, and answering teachers' questions, and the lack of interest in learning the Indonesian history. To address the aforementioned issue, the talking stick model was to be implemented. The talking stick model drives students to be more confident in expressing their views [8]. The talking stick model is a cooperative model using a stick as a teaching aid, where a student holding the stick has to answer the teacher's question after learning the material. The advantages of this model include measuring students' readiness in understanding the material already presented by the teacher, increasing students' discipline during the teaching and learning process, facilitating students in understanding the material, motivating them to be more active during the teaching and learning process, and training them to be more confident in expressing their opinions. The talking stick learning model is a cooperative learning model emphasizing students' independence, increasing students' concentration, and giving students the opportunity to express their ideas and consider the most appropriate answers [9]. Cooperative learning consists of five basic elements: positive interdependence, promotive interaction, individual accountability, the teaching of interpersonal and social skills, and quality of group processing that drives students' spirit [9].

- Victor Novianto, Social Sciences Education Department, Postgraduate Program, Universitas PGRI Yogyakarta, Indonesia. E-mail: victornovianto@gmail.com
- Ervinta Dian Febriani, Social Sciences Education Department, Postgraduate Program, Universitas PGRI Yogyakarta, Indonesia.
- Niken Wahyu Utami, Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta, Indonesia

Talking sticks is a management strategy that encourages all students to participate equally in a discussion, which involves giving each student 2 or 3 craft sticks to use during a discussion to signal that he or she would like to speak [10]. Chandler's experiments proved that the strategy can be used in any subject area, and works especially well in reading, science, and social studies. Talking sticks also can be used with the entire class, during small group instruction, or in cooperative learning groups like literature circles. Similarly, DeLucia-Waack asserts that talking stick as another ritualize technique; the groups that employ this talking stick give the stick to other whoever wisher to speak [11]. The other students do not answer until the students who speak give the talking stick to the next speaker. She sees this technique helps the student to prevent interruption and maintain member's interest to find the answer given by the teacher. So other students who do not get the stick must be silent and learn the correct answer to the teacher question. It will be continued until all members of the class get the stick and answer the teacher's question.

Outlines the steps in the talking stick model as follows [8]

- a. The teacher prepares a stick.
- b. The teacher explains the learning material and gives students opportunity to read and study the material in their textbook.
- c. After students finish reading and studying the book, the teacher asks them to close the book.
- d. The teacher picks up the stick and gives it to one of the students. After that, teacher gives a question, and the student holding the stick has to answer the question and explain the solution.
- e. While the stick is being passed from one student to the next.
- f. The teacher gives students opportunity to reflect on the material that has been learned.
- g. The teacher presents a review of all the students' answers.
- h. The conclusion is formulated.
- i. Closing

Based on this background, the issue to be addressed in this study is how to increase students' discipline, self-confidence, and interest in learning Indonesian history. The purpose of this study is to measure the increase in students' discipline, self-confidence, and interest in learning Indonesian history through the implementation of the talking stick model. The findings of this study are expected to serve as reference to develop future studies. Furthermore, this study can also benefit students as their discipline, self-confidence, and interest in learning Indonesian history potentially increase. Finally, this study is expected to act as a catalyst for future research to improve the quality of educators and educational personnel.

2 METHOD

2.1 Data Collection

This study is classroom action research with the aim of improving the teaching and learning process, particularly by increasing students' discipline, self-confidence, and interest in learning the Indonesian history through the application of the talking stick model. This study employed several data collection methods, i.e. observations to obtain data about students' discipline and self-confidence, interviews to directly

collect data, questionnaire to obtain data about students' interest in learning the Indonesian history, and field notes used to record important information during the implementation of the talking stick model.

2.2 Participants

The participants in this research were 26 tenth graders (males=24, females=2) of Computer and Network major (TKJ), SMK Tamansiswa Jetis Yogyakarta. This study would be deemed successful if the indicator of success, a minimum of 75% of all the student participants (good) exhibited discipline, self-confidence, and interest in learning Indonesian history was met.

2.3 Data Analysis

The data were analyzed qualitatively and quantitatively. The qualitative data from the observations were analyzed to measure students' discipline and self-confidence, and the quantitative data from the questionnaire were analyzed to measure students' interest in learning Indonesian history.

3 RESULTS AND DISCUSSION

The comparison percentage of the increase in students' discipline, self-confidence, and interest in the pre-cycle, cycle I, and cycle II are presented in Table 1. The information in Table 1 shows that students' discipline, self-confidence, and interest in learning increased during the two cycles (6 meetings). Students' discipline in the pre-cycle was only 40.6% (inadequate), increased to 58.1% (inadequate), and further increased to 86.1% (very good) in cycle II. Students' self-confidence in the pre-cycle was only 40.4% (inadequate), increased to 65.2% (satisfactory), and in cycle II increased further to 86.9% (very good). Students' interest in learning in the pre-cycle was 44.5% (inadequate), increased to 61.2% (adequate), and further increased to 84.3% (good).

Table 1
The comparison of students' discipline, self-confidence, and interest in pre-cycle, cycle I, and cycle II.

No	Aspect	Pre-cycle	Category	Cycle I	Category	Cycle II	Category
1	Discipline	40.6 %	Inadequate	58.1 %	Inadequate	86,1 %	Very good
2	Self-confidence	40.4 %	Inadequate	65.2 %	Satisfactory	86,9 %	Very good
3	Interest	44.5 %	Inadequate	61.2 %	Satisfactory	84,3 %	Good

Remarks:
85%-100 : Very good
75%-84% : Good
60%-74% : Satisfactory
40%-59% : Inadequate

The issue addressed in this study is the increase in discipline, self-confidence, and interest in learning of the text graders of TKJ major participating in this study. Students' lack of discipline, self-confidence, and interest in learning was due to several factors, including the less varied and more monotonous method of teaching causing students' boredom, the central role of the teacher in the teaching and learning process, and the lack of conducive learning environment in the class, affecting the comfort in learning. After implementing the talking stick model for two cycles (six meetings), it can be concluded that this model could increase discipline, self-

confidence, and interest in learning of the tenth graders of TKJ major, SMK Tamansiswa Jetis Yogyakarta. The results after cycle I showed some increase compared to before the cycle; however, these had not met the expected indicator of success. Therefore, cycle II was deemed necessary. This might be attributed to some of the challenges in cycle I, necessitating some improvements in cycle II to be able to meet the expected indicator of success. The challenges in cycle I were: (1) students were still confused about the talking stick model because it had never been used by the teacher; (2) it was still challenging to manage the students and the class was still very noisy; (3) some students did not pay attention to the teacher while she/he was explaining the material; (4) some students were still reluctant and not confident in answering questions from the teacher; (5) many of the students missed the sessions, so the teaching and learning process was not optimal; and (6) the inadequate allotted time was inadequate made the learning experience using the talking stick model not optimal. Therefore, some improvements were made to address the challenges in cycle I, including (1) efficiently managing the time to maximize the learning process, (2) more persistently asking the students to read the material at home, and (3) managing the students in a class to reduce the noise. These improvements in cycle II led to the significant increase in every aspect of discipline, self-confidence, and interest in learning of the tenth graders of TKJ major, Tamansiswa Jetis Yogyakarta, and therefore, the indicator of success was met.

4 CONCLUSION

Based on the classroom action research that was conducted in two cycles, it can be concluded that the talking stick model could increase students' discipline, self-confidence, and interest in learning Indonesian history. This study was divided into two cycles, each of which lasted three meetings, and the researchers analyzed the observation data to measure students' discipline and self-confidence and the questionnaire responses to measure students' interest in learning the Indonesian history. The findings showed score increase in students' discipline, self-confidence, and interest in learning after two cycles (6 meetings). Students' discipline in the pre-cycle was only 40.6% (inadequate), increased to 58.1% (inadequate), and further increased to 86.1% (very good) in cycle II. Students' self-confidence in the pre-cycle was only 40.4% (inadequate), increased to 65.2% (satisfactory), and in cycle II increased further to 86.9% (very good). Students' interest in learning in the pre-cycle was 44.5% (inadequate), increased to 61.2% (adequate), and further increased to 84.3% (good). Some recommendations that will serve as input for follow-up of this study are (1) teachers have to choose more varied teaching models, strategies, and techniques deemed suitable for the learning material to prevent boredom among students, (2) teachers have to make extra effort to motivate students so that their discipline, self-confidence, and interest in learning the Indonesian history will increase, (3) teachers have to use interesting media or teaching aids to attract students' attention during the teaching and learning process of the Indonesian history, and (4) teachers have to be able to manage students during the teaching and learning process.

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